



Week 5 Assignment

Overview

Now that you have learned more about the benefits and strategies associated with community engagement, take the time to reflect on how it impacts you and the students at your school. By giving your responses to the questions that follow, you will 1) record what you have learned in this course, 2) reflect on its significance in your professional life, and 3) provide thoughts about future application at your school.

To complete this assignment:

1. Imagine yourself sitting down at the end of the day after engaging in a community engagement-related activity.
2. Mentally play the roles of a teacher, a parent, and a school administrator as you ponder the activity.
3. Use the guiding questions in each section to stimulate your thinking and guide your writing.
4. Write a 100-word journal entry from each perspective.
5. Write reflectively instead of in "question and answer" style, and follow the guidelines for writing listed in each section.
6. Record your reflection in the form of three journal entries from three different perspectives: a teacher, a parent, and a school administrator.

Rubric

Use the following Rubric to guide your work on the Week 5 Assignment.

Tasks ↓	Accomplished 10 The evidence suggests that this work is a "Habit of Mind." The educator is ready to mentor others in this area.	Proficient 8 The evidence suggests that performance on this work matches that of a strong educator.	Needs Improvement 6 The evidence does not yet make the case for the educator being proficient at this task.
Course Reflection	Student composes 100-word reflection from each of the three perspectives; reflections demonstrate extensive knowledge of course content.	Student composes 100-word reflections from each of the three perspectives; reflections demonstrate adequate knowledge of course content.	Student does not write all three reflections, and/or reflections exhibit a lack of understanding of course content.
Assignment Mechanics	Responses are relevant to course content; no errors in grammar, spelling, or punctuation.	Responses are relevant to course content; few errors in grammar, spelling, or punctuation.	Responses do not reflect knowledge of course content, lack clarity and depth, and/or include multiple errors in grammar, spelling, and punctuation, including APA errors.

Reflection #1: Teacher's Perspective

What would you like your students to learn at home to better prepare them for academic success?

How can you work as a partner with parents/families to increase student learning?

Do you have any resistance to working with parents as partners? If so, from where does the resistance arise, and how can you overcome it?

What will you do at the beginning of the next school year to encourage parental involvement in your classroom and school?

In the space below, compose your reflection from the teacher's perspective using the guiding questions provided above.

I just finished updating the Facebook fanpage for today. The parents involved are already commenting on the success of today's activities. I appreciate that this is considered "real time." Since most of the parents at our school utilize a Facebook account, they are really appreciative of the access to updates. The parents have commented that they appreciate the activities and resources they can utilize at home with their children. I admit I was apprehensive at first because the media has portrayed Facebook in negative ways. Since I surveyed, talked, and educated the parents on the security measures I have taken, most of the parents have been exceedingly appreciative of the measures. I will make sure next year to start the fanpage earlier but of course take the same preliminary measures with the parents before beginning. Being part of the site based decision making team has truly been beneficial since we have started exploring new and innovative ways to engage our parents and to help all populations want to get involved.

Reflection #2: Parent's Perspective

What academic goals do parents have for their children?

What obstacles or barriers do parents face relating to their involvement at school, and how do they deal with these obstacles?

Are parents involved in your classroom or school? Why or why not?

How can parents help increase community participation in classroom and school activities?

In the space below, compose your reflection from the parent's perspective using the guiding questions provided above.

Last year I felt I did not have enough information to help my child. This year the school set up a Facebook page dedicated for parents of children who speak other languages than English. Finally, I feel like I am being given information regularly without having to ask. I really do not like to bother the teacher and this webpage has helped our whole family. My child really loves when I comment on the page. Often the teacher will share the comments made by parents and the students feel special when they hear the responses left by their parents. I now feel more comfortable coming up to the school. It is such a difference when a parent feels welcomed. I think last year the teachers just thought we knew how to help. This year, the Facebook page has really helped me know how I can work with my child at home and appropriately help out at the school.

Reflection #3: School Leader's Perspective

Think about the levels of family and community involvement at your school. What issues have you encountered?

How can you build an inclusive school culture that is open and friendly to all stakeholders?

What community-based organizations can you involve in efforts to improve your school and student academic achievement?

How will you ensure that your school complies with federal mandates for parental involvement?

In the space below, compose your reflection from the school leader's perspective using the guiding questions provided above.

Our limited English proficiency population is starting to grow. We have always had a few students who spoke other languages but in the last two years our campus which is the only school with an ESL program and has students bussed from the other elementary schools in the district. I had often wondered why the parents of ESL students were not as active in the school environment as native parents. During our site based decision making meeting, several of the teachers expressed concern about our ESL population. I realized that many of the parents of ESL students did not feel as welcomed to our school. I believe since they were not zoned for our school they did not feel an inherent connection to the school as parents in our zone. Since I am already involved in twenty five parent organizations at my school, I realized the need to help all our parents feel welcomed. Recently, the campus technologist and ESL teacher expressed wanting to start a Facebook page. At first I was apprehensive but the technologist showed me the security features and even showed how difficult it was for others to access the page if they were not invited. Epstein was correct when dictating the six types of involvement. Parenting, communicating, supporting school, learning at home, decision making, and collaborating with the community are beneficial to student achievement. Our school is not a title one school where NCLB requires a school-parent contract is required but it might be a great way to ensure more involvement. I believe with the added involvement of all our parents, that all our students will make the Annual Year of Progress that is required within the next two years.